



## Bethune-Bowman Middle High

4857 Charleston Highway  
Rowesville, South Carolina

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	380 Students	
<b>Principal</b>	Parrie L. Hook	803-516-6011
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	Good
2005	Below Average	Good
2004	Below Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

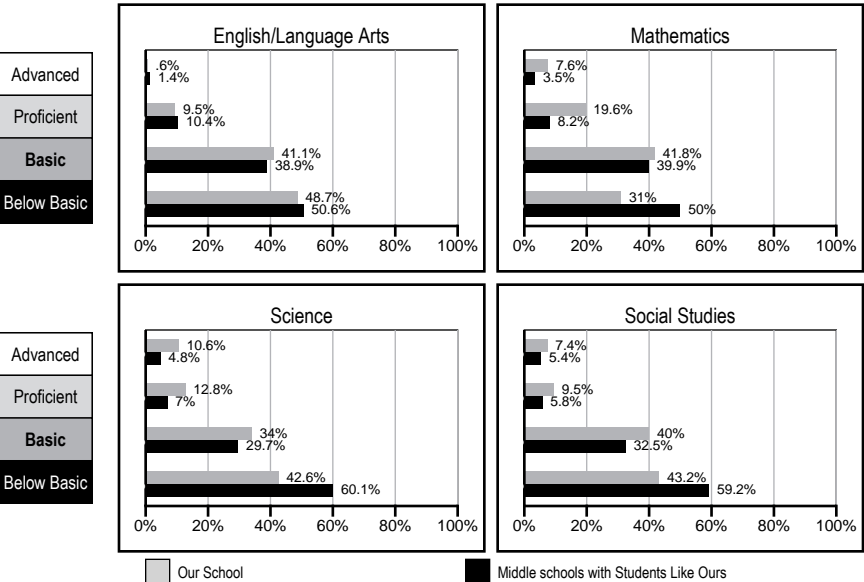
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	92.9	83.5
English 1	100.0	83.4
Physical Science	0	39.5
All Subjects	96.4	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=380)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Down from 17.1%	11.9%	19.4%
Retention rate	4.4%	Down from 5.5%	3.3%	1.8%
Attendance rate	96.0%	No Change	95.0%	95.8%
Eligible for gifted and talented	1.7%	Down from 1.9%	5.3%	15.3%
With disabilities other than speech	13.4%	Down from 16.9%	13.7%	12.9%
Older than usual for grade	6.3%	Up from 2.9%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.4%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	54.3%	Up from 45.9%	54.3%	55.0%
Continuing contract teachers	57.1%	Down from 64.9%	54.5%	70.6%
Teachers with emergency or provisional certificates	4.3%	Down from 13.8%	19.1%	5.4%
Teachers returning from previous year	83.3%	Up from 82.0%	76.7%	83.4%
Teacher attendance rate	92.1%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$43,350	Up 2.2%	\$43,167	\$44,706
Professional development days/teacher	14.9 days	Down from 15.4 days	12.0 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 16.7 to 1	15.9 to 1	20.1 to 1
Prime instructional time	83.5%	Down from 90.8%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 99.8%	96.2%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$9,496	Up 0.4%	\$8,870	\$7,097
Percent of expenditures for instruction*	62.6%	Up from 62.0%	62.6%	64.4%
Percent of expenditures for teacher salaries*	44.6%	Down from 53.2%	55.4%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The motto of Bethune-Bowman Middle/High School, "Excellence by Choice...Not by Chance," conveys the strong commitment to academic success demonstrated by our school family during the 2007-2008 school year. This commitment to personal accountability and maximum effort has united our team of students, faculty, staff, parents, and community. Our passion for teaching and learning has fostered a climate of high academic expectations, resulting in significant gains in all phases of student performance. As we continue to embrace the goal of increased student achievement for every learner, we pause to offer a snapshot of our accomplishments.

Bethune-Bowman Middle/High School has been voted a RED CARPET SCHOOL, National Blue Ribbon School Nominee, Palmetto's Finest Schools Nominee, a Showcase School, Bronze Medal Winner in US News and World Report's List of Best High Schools in America, and a PBIS School (Positive Behavior Intervention Supports). Our motto for PBIS is "M.O.H.A.W.K P.R.I.D.E," Making Our Hometown A place Where Kindness Partnered with Respect Is Delivered Everyday. Thanks to the faculty, staff, parents, students, and community for making us one of the best schools not only in South Carolina but also in the USA!

Major academic programs and initiatives that contributed to our progress include Departmental Parent Nights, SAT Preparation, a plethora of instructional software, data-driven curriculum, innovative technology implementation, instruction, and assessment, and year-long remediation and enrichment classes.

The Bethune-Bowman Middle/High School family continues to strive for academic excellence each year.

Parrie L. Hook, Principal  
Frankie Williams, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	45	86
Percent satisfied with learning environment	97.1%	91.1%	96.4%
Percent satisfied with social and physical environment	94.1%	88.9%	97.6%
Percent satisfied with school-home relations	55.9%	84.4%	97.6%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.4%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	157	100	52.8	38.9	8.3	0	15.3	35	48.2	Yes	Yes
Gender											
Male	90	100	67.1	26.8	6.1	0	8.5	29.1	41.7	N/A	N/A
Female	67	100	33.9	54.8	11.3	0	24.2	41.3	55	N/A	N/A
Racial/Ethnic Group											
White	16	100	38.5	30.8	30.8	0	46.2	46	60	I/S	I/S
African American	139	100	53.8	40	6.2	0	12.3	33.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	20	100	77.8	22.2	0	0	0	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	145	100	54.9	36.8	8.3	0	15	30.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	157	100	32.6	45.1	15.3	6.9	34	29	45.8	Yes	Yes
Gender											
Male	90	100	35.4	42.7	14.6	7.3	31.7	27.4	45.6	N/A	N/A
Female	67	100	29	48.4	16.1	6.5	37.1	30.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	16	100	23.1	30.8	15.4	30.8	61.5	43.3	59	I/S	I/S
African American	139	100	33.1	46.9	15.4	4.6	31.5	27.4	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	20	100	72.2	16.7	5.6	5.6	11.1	13.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	145	100	34.6	43.6	16.5	5.3	33.1	25.4	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	104	100	42.6	34	12.8	10.6	23.4	22	35.7	96.7	96
Gender											
Male	61	100	46.4	28.6	14.3	10.7	25	23.5	37.4	96.4	95.8
Female	43	100	36.8	42.1	10.5	10.5	21.1	20.5	33.8	97.2	96.2
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	36.6	49.2	95.8	94.6
African American	94	100	42	36.4	13.6	8	21.6	20.1	17	96.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	99.9	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	82.4	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
Disability Status											
Disabled	15	100	71.4	21.4	7.1	0	7.1	8.1	14	96.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	82.4	94
Socio-Economic Status											
Subsided meals	95	100	45.3	33.7	12.8	8.1	20.9	18.7	21.1	96.5	95.8

Social Studies

All Students	102	100	43.2	40	9.5	7.4	16.8	24.2	34	96.7	96
Gender											
Male	60	100	51.9	37	7.4	3.7	11.1	25.8	36.6	96.4	95.8
Female	42	100	31.7	43.9	12.2	12.2	24.4	22.4	31.3	97.2	96.2
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	95.8	94.6
African American	91	100	45.9	41.2	7.1	5.9	12.9	23.5	19.1	96.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	99.9	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	82.4	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
Disability Status											
Disabled	15	100	64.3	28.6	0	7.1	7.1	9.8	14.4	96.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	82.4	94
Socio-Economic Status											
Subsided meals	93	100	45.3	38.4	9.3	7	16.3	20.9	21	96.5	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	50	100	36.2	46.8	12.8	4.3	17
	7	48	100	25	60.4	14.6	0	14.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	53	100	46.9	40.8	12.2	0	12.2
	7	49	100	53.3	40	6.7	0	6.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	50	100	19.1	27.7	44.7	8.5	53.2
	7	48	100	41.7	27.1	22.9	8.3	31.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	53	100	18.4	42.9	26.5	12.2	38.8
	7	49	100	33.3	53.3	4.4	8.9	13.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	26	100	45.8	25	20.8	8.3	29.2
	7	48	100	47.9	39.6	8.3	4.2	12.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	27	100	20.8	33.3	25	20.8	45.8
	7	49	100	40	35.6	13.3	11.1	24.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	26	96.2	19	47.6	28.6	4.8	33.3
	7	48	100	58.3	35.4	2.1	4.2	6.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	26	100	8	56	8	28	36
	7	49	100	66.7	24.4	8.9	0	8.9

Abbreviations for Missing Data

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